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ABSTRACT

This booklet outlines specific competencies for social studies education in grades one through six in the Philadelphia school system. The focus of social studies education is seen to be the transmission of knowledge and inculcation of skills and attitudes essential for good citizenship in an interdependent world. Five important areas which contribute to good citizenship are self-realization, governing, producing and consuming, utilizing environments, and critical thinking and decision making. These areas form the basis for the competencies listed for each of six grade levels. For each grade level at least 10 competencies are listed. Each competency is followed by at least one behavioral objective which can be used to evaluate mastery of the competency. For example, a key competency for grade three is, "Students will show awareness of the neighborhood as a geographic entity." A behavioral objective for this is "Identify or draw a map of the neighborhood." Other key competencies include understanding that people have feelings and emotions (grade one), recognizing the importance of city services (grade two), appreciating ethnic and cultural diversity (grade four), and understanding the importance of political and geographic boundaries (grade six). Some of the behavioral objectives involve activities related to the city of Philadelphia. (AV)

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1980

The School District of Philadelphia
Office of Curriculum and Instruction

Division of Social Studies Education

SP 012 813

Bernard G. Kelner
Associate Superintendent
Curriculum and Instruction

George W. French
Director
Social Studies Education

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21st Street S. of The Parkway
19103

MICHAEL P. MARCASE
Superintendent of Schools

BERNARD G. KELNER
Associate Superintendent
Curriculum and Instruction
Phone: 299-7767

File #200

June 2, 1980

Dear Colleagues:

The School District of Philadelphia is committed to quality education for all its students. In this regard, two recent events are of particular significance: the Board of Education resolution reaffirming the use of mandated curricula and the Superintendent's "Blueprint for Academic Achievement." All schools, unless receiving official approval to do otherwise, are to use the School District's courses of study; all students are to be considered as having high potential.

The "Blueprint" calls for the identification of essential learning for each grade. To assist principals and teachers, the Office of Curriculum and Instruction has prepared "Key Competencies" for the mandated subjects. With each competency are behavioral objectives which can be used to evaluate mastery of the competency. The lists are comprehensive and coded for easy reference. Each publication contains the sequence of competencies for either elementary or secondary subjects thus providing a perspective of learning over a period of time. Copies are being distributed to all personnel directly involved with instruction.

It should be noted that the term *key competency* signifies the opening of the door to learning. In no way should mastery of these competencies be considered the limit of education. The courses of study provide a full array of content and activities. On the other hand, failure to master the key competencies should be a signal for intensive evaluation of the effectiveness of the educational program - a process calling for collaborative effort of school, home, and if need be, community.

A curriculum publication is, by its very nature, always in a state of development. Your review of this document is eagerly sought and your recommendations will be deeply appreciated. Please send your comments to me. I am as close to you as your phone.

With every good wish.

BERNARD G. KELNER
Associate Superintendent
Curriculum and Instruction

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SOCIAL STUDIES EDUCATION

The underlying goal of social studies education today is to prepare young people for intelligent, humane participation in an increasingly interdependent world. Though many social institutions help influence their civic education, and various disciplines are also concerned with the transmission of democratic ideals, it is the social studies curriculum which provides the only structured educational program for the preparation of responsible citizens.

While responding to new challenges, the overriding focus of social studies education remains transmission of knowledge and the inculcation of skills and attitudes essential for good citizenship. The social studies continues to prepare young adults who are socially and intellectually competent to participate in a democratic society beset with global responsibilities.

The instructional goals of the Division of Social Studies are directed toward the development of functional citizenship for each student. There are five areas identified as contributing to this functional citizenship. They are:

1. Self-Realization
2. Governing
3. Producing and Consuming
4. Utilizing Environments
5. Critical Thinking and Decision Making

The scope of the social studies program is for grades 1 through 12.

This booklet will treat the key competencies in the elementary program (grades 1 through 6).

The following coding system was used to designate the competencies:

EXAMPLE:

E - SS - 2 - 3
- E = Elementary
- SS = Social Studies
- 2 = 2nd Year (Grade 2)
- 3 = 3rd Competency

01 - Student Outcome 1
02 - Student Outcome 2
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NOTE: The following courses are given in the Elementary Program

E - SS - 1 - 1st Year (Grade 1)
E - SS - 2 - 2nd Year (Grade 2)
E - SS - 3 - 3rd Year (Grade 3)
E - SS - 4 - 4th Year (Grade 4)
E - SS - 5 - 5th Year (Grade 5)
E - SS - 6 - 6th Year (Grade 6)

For further information regarding the social studies education curriculum and its implementation, please refer to Curriculum Means Service or contact:

Dr. George W. French, Director
Division of Social Studies Education
Administration Building - Room 330
Parkway at 21st Street
Philadelphia, PA 19103

PHONE: 299-7797

SOCIAL STUDIES
(E-SS-1)

Key Competencies

GRADE 1

E-SS-1-1 STUDENTS WILL UNDERSTAND THAT WE LEARN THROUGH OUR SENSES:

01. Identify senses.

02. Explain the role of senses in gathering data about self and their environment.

E-SS-1-2 STUDENTS WILL RECOGNIZE THE IMPORTANCE OF NAMES TO ONE'S IDENTITY:

01. State their own name.

E-SS-1-3 STUDENTS WILL UNDERSTAND THAT PEOPLE HAVE FEELINGS AND EMOTIONS:

01. Name the basic feelings and emotions.

E-SS-1-4 STUDENTS WILL APPRECIATE THE DIFFERENT ROLES OF THE INDIVIDUAL WITHIN THE GROUP:

01. Identify a group.

02. Explain the role of the individual as part of a family group.

03. Become aware of their roles as participating members of a family.

04. Identify similarities and differences among groups.

05. Name several groups to which they belong.

GRADE 1

E-SS-1-5 STUDENTS WILL DEVELOP A KNOWLEDGE OF THE WAYS IN WHICH NEIGHBORHOODS AFFECT THEIR LIVES:

01. State their address.

02. Identify places or people in the neighborhood who help provide goods and services.

03. Name the cardinal points.

E-SS-1-6 STUDENTS WILL UNDERSTAND THAT CITIES CONTAIN NEIGHBORHOODS:

01. Identify a city as a place containing neighborhoods.

02. Identify Philadelphia as a city of ethnic and cultural diversity.

03. Name Philadelphia as the city in which they reside.

E-SS-1-7 STUDENTS WILL UNDERSTAND THAT STATES CONTAIN CITIES:

01. Identify a state as a set or group of cities.

02. Identify Pennsylvania as the name of the state in which they reside.

E-SS-1-8 STUDENTS WILL APPRECIATE THE FACT THAT OUR UNION OF STATES FORMS OUR NATION:

01. Define their nation as a set or group of states.

02. Identify the United States of America as the nation in which they reside.

GRADE 1

E-SS-1-9 STUDENTS WILL UNDERSTAND THAT THE EARTH IS CAPABLE OF SUPPORTING HUMAN LIFE:

01. Identify and tell how different elements of the universe affect their lives.

02. Identify and tell how the relationship between the sun and the earth helps determine the weather.

E-SS-1-10 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF MAPS AND GLOBES:

01. Be able to distinguish left and right.

02. Use terms such as:

    a. near
    b. far
    c. across
    d. behind
    e. between

03. Locate various items on a teacher-made map of the classroom.

04. Make a drawing showing natural and man-made features of their neighborhood.

05. Participate in planning an imaginary neighborhood using play blocks.

06. Understand what a neighborhood is, and that cities are comprised of neighborhoods.

07. Recognize the shape of Pennsylvania and Philadelphia.

08. Recognize the shape of the United States.

09. Demonstrate the concept of the earth's rotation by using the globe.

10. Identify the shape of the earth.

11. Identify the globe as a model of the earth.

SOCIAL STUDIES
(E-SS-2)

Key Competencies

GRADE 2

E-SS-2-1 STUDENTS WILL UNDERSTAND LIKENESSES AND DIFFERENCES:

01. Name several ways that individuals are unique.

02. Identify ways that people are alike.

03. Accept differences in individuals without ridicule.

04. Identify ways that individuals change with time.

E-SS-2-2 STUDENTS WILL UNDERSTAND HOW GROUP GOALS, PURPOSES AND FUNCTIONS VARY:

01. Demonstrate how membership in different groups can require different behaviors.

02. Identify the goals and purposes of several different groups.

03. State one example of how groups can meet social and emotional needs.

E-SS-2-3 STUDENTS WILL APPRECIATE THE SOCIALIZATION ROLE OF THE FAMILY:

01. Explain how family roles can vary with culture.

02. Identify several family activities.

E-SS-2-4 STUDENTS WILL UNDERSTAND HOW RULES AFFECT DIFFERENT UNITS OF SOCIAL ORGANIZATION:

01. Identify several reasons why groups have rules.

GRADE 2

E-SS-2-5 STUDENTS WILL UNDERSTAND WHY PEOPLE LIVE IN NEIGHBORHOODS:

01. Identify several groups that live in their neighborhood.

02. Identify occupational groups that help provide goods and services in the neighborhood.

E-SS-2-6 STUDENTS WILL REALIZE THAT THE NEED FOR GOODS AND SERVICES FOSTERS COMMUNITY INTERDEPENDENCE:

01. State the difference between wants and needs.

02. Tell how the individual wants and needs of the consumer can be met in the neighborhood.

E-SS-2-7 STUDENTS WILL RECOGNIZE AN URBAN SETTING:

01. Distinguish between urban, rural and suburban settings.

E-SS-2-8 STUDENTS WILL DEVELOP AN UNDERSTANDING OF CITY GOVERNMENT:

01. Explain how city rules, such as traffic rules, affect their lives.

02. Demonstrate how groups and individuals use representative government as a part of the decision-making process.

E-SS-2-9 STUDENTS WILL UNDERSTAND THE IMPORTANCE OF CITY SERVICES:

01. Identify several types of urban transportation.

02. Identify groups that provide city services.
    a. fire
    b. police
    c. sanitation

GRADE 2

E-SS-2-10 STUDENTS WILL APPRECIATE THE ROLE OF GEOGRAPHY IN DETERMINING WHERE PEOPLE LIVE:

01. Identify one example of how geography can affect the location of a community.

E-SS-2-11 STUDENTS WILL UNDERSTAND RELATIONSHIP BETWEEN CITIZENS AND STATE GOVERNMENT:

01. Identify several reasons why citizens pay taxes.

E-SS-2-12 STUDENTS WILL UNDERSTAND THAT NATIONS HAVE SYMBOLS:

01. Identify the American flag.

E-SS-2-13 STUDENTS WILL APPRECIATE THE IMPORTANCE OF INTERNATIONAL COOPERATION:

01. Identify one or more examples of cooperation between nations.

E-SS-2-14 STUDENTS WILL UNDERSTAND HOW CHANGES IN THE SEASONS AFFECT OUR LIVES:

01. Name the seasons of the year.

02. Identify at least two factors that account for differences in seasons.

E-SS-2-15 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF MAPS AND GLOBES:

01. Find north by noticing the direction of shadows in the noon sun.

02. Find east, west, and south when given the direction of north.

GRADE 2

E-SS-2-15 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF MAPS AND GLOBES (continued):

03. Use frames of reference in locating things in the classroom.

04. List three features of their neighborhood topography.

05. Make simple maps of the neighborhood with teacher assistance.

06. Identify the shape of Philadelphia and Pennsylvania.

07. Identify Philadelphia as a small area of Pennsylvania.

08. Locate the United States on a map of the Western Hemisphere.

09. Demonstrate that the states of the United States are of different shapes and sizes.

10. Differentiate water from land on the globe.

SOCIAL STUDIES
(E-SS-3)

Key Competencies

GRADE 3

E-SS-3-1 STUDENTS WILL UNDERSTAND THAT INDIVIDUALS ARE UNIQUE:

01. Identify individual likenesses and differences.

02. Identify aspects of personality.

03. Identify ways that people express feelings.

04. Explain importance of names in different cultures.

E-SS-3-2 STUDENTS WILL APPRECIATE THE IMPORTANCE OF VALUES IN THE DECISION-MAKING PROCESS:

01. Give one or more examples of how values can influence decision-making.

E-SS-3-3 STUDENTS WILL UNDERSTAND THAT A WELL-ORGANIZED GROUP IS CAPABLE OF WITHSTANDING AND RESOLVING CONFLICT:

01. Identify conflict - resolution strategies used by groups.

E-SS-3-4 STUDENTS WILL UNDERSTAND THAT GROUPS AND GROUP MEMBERS ARE INTERDEPENDENT:

01. Demonstrate ways that groups determine values.

E-SS-3-5 STUDENTS WILL APPRECIATE THE IMPORTANCE OF EFFECTIVE LEADERSHIP:

01. Examine the role of group leadership in groups to which they belong.

02. Develop criteria for effective leadership.

GRADE 3

E-SS-3-6 STUDENTS WILL SHOW AWARENESS OF THE NEIGHBORHOOD AS A GEOGRAPHIC ENTITY:

01. State the name of their own neighborhood.

02. Develop an operational definition of neighborhood.

03. Identify or draw a map of the neighborhood.

E-SS-3-7 STUDENTS WILL APPRECIATE ETHNIC AND CULTURAL DIVERSITY:

01. Identify ethnic neighborhoods in Philadelphia.

E-SS-3-8 STUDENTS WILL UNDERSTAND WHY PEOPLE LIVE IN NEIGHBORHOODS:

01. Identify several factors that attract people to certain neighborhoods.

02. Identify factors that can contribute to a sense of community.

03. Identify ways that a neighborhood can help people fulfill their needs.

E-SS-3-9 STUDENTS WILL UNDERSTAND WHAT A CITY IS:

01. Identify our city as a set or group of neighborhoods.

E-SS-3-10 STUDENTS WILL APPRECIATE THE IMPORTANCE OF CONSTRUCTIVE CITIZENSHIP:

01. Distinguish between responsible and irresponsible citizenship.

02. Explain the role of citizens in choosing our city government.

03. Describe ways that local government can help conserve environmental resources.

GRADE 3

E-SS-3-11 STUDENTS WILL UNDERSTAND HOW GEOGRAPHY CAN AFFECT THE WAY WE LIVE:

01. Identify an outline map of Pennsylvania.

02. Give examples of where geography has influenced the settlement and growth of a community.

E-SS-3-12 STUDENTS WILL APPRECIATE CONTRIBUTIONS OF THE AMERICAN INDIAN TO OUR NATION:

01. Identify American Indians as this nation's first inhabitants.

E-SS-3-13 STUDENTS WILL SHOW APPRECIATION FOR THE INDIANS' RESPECT FOR NATURAL RESOURCES:

01. Identify ways that Indians conserved resources.

E-SS-3-14 STUDENTS WILL VALUE THE IMPORTANCE OF FREEDOM AND JUSTICE:

01. Interpret and evaluate the terms liberty and justice from the standpoint of an American citizen.

E-SS-3-15 STUDENTS WILL UNDERSTAND THE RELATIONSHIP BETWEEN CLIMATE AND THE WAY PEOPLE LIVE IN COMMUNITIES AROUND THE WORLD:

01. Give examples of how climate affects the way we live.

E-SS-3-16 STUDENTS WILL UNDERSTAND THE RELATIONSHIP BETWEEN TIME AND HISTORY:

01. Give an example of one change that occurs with the passing of time.

GRADE 3

E-SS-3-17 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF MAPS AND GLOBES:

01. Use the directions north, east, west and south in locating things in the neighborhood.

02. Make a plan of the neighborhood with school as the center of the plan.

03. Find Schuylkill River and Delaware River on a map of Philadelphia.

04. Find Philadelphia and Pennsylvania on a United States wall map.

05. Understand and identify boundary lines on maps of Philadelphia and Pennsylvania.

06. Locate the United States on a world map.

07. Use map symbols for railroads, rivers, mountains, etc.

08. Find north, east, west, and south on a wall map of the world.

09. Locate North Pole, South Pole and equator on a globe.

SOCIAL STUDIES
(E-SS-4)

Key Competencies

GRADE 4

E-SS-4-1 STUDENTS WILL UNDERSTAND THAT INDIVIDUALS HAVE UNIQUE QUALITIES, CHARACTERISTICS, AND VALUES:

01. Demonstrate increased understanding of self by explaining various thought processes.

02. Demonstrate greater knowledge of self and others through an examination of values.

E-SS-4-2 STUDENTS WILL UNDERSTAND THE ORGANIZATION AND PURPOSE OF GROUPS:

01. Evaluate and compare groups on the basis of structure and need fulfillment.

02. Identify several needs filled through membership in a group.

E-SS-4-3 STUDENTS WILL BE AWARE OF THE CITY AS A GEOGRAPHIC ENTITY:

01. Identify neighborhood and city boundaries on an outline map of Philadelphia.

E-SS-4-4 STUDENTS WILL ASSESS HUMAN INTERACTION IN PHILADELPHIA:

01. Identify the concept of personal space after administering and analyzing a questionnaire.

E-SS-4-5 STUDENTS WILL UNDERSTAND FACTORS THAT AFFECT URBAN GROWTH:

01. Describe how specialization and interdependence affect urban growth.

02. Identify the city as a hub of economic interdependence.

GRADE 4

E-SS-4-6 STUDENTS WILL RECOGNIZE THE IMPORTANCE OF PRACTICAL POLITICS:

01. Identify political sub-units in which Philadelphians reside — division, ward, councilmanic district, etc.

02. Explain role of political machinery in solving local problems.

E-SS-4-7 STUDENTS WILL SHOW AWARENESS OF THE CITY AS A GEOGRAPHIC ENTITY:

01. Explain the influence of geography in establishing the location of cities.

02. Evaluate historic sites in Philadelphia as part of our cultural heritage.

E-SS-4-8 STUDENTS WILL APPRECIATE OUR HERITAGE OF FREEDOM:

01. Give examples of how Pennsylvania contributed to our heritage of freedom.

02. Explain the story of William Penn's settlement of Pennsylvania.

E-SS-4-9 STUDENTS WILL APPRECIATE ETHNIC AND CULTURAL DIVERSITY:

01. Describe the ethnic composition of Pennsylvania's population.

E-SS-4-10 STUDENTS WILL APPRECIATE THE VALUE OF DEMOCRATIC GOVERNMENT:

01. Distinguish between, and evaluate, dictatorial and democratic types of government.

GRADE 4

E-SS-4-11 STUDENTS WILL RECOGNIZE THE IMPORTANCE OF ENVIRONMENTAL ADAPTATION:

01. State ways that people can adapt to or change the environment.

E-SS-4-12 STUDENTS WILL APPRECIATE THE MEANING OF HISTORY:

01. Locate personal and historical events on a time line.

02. Identify the effects of a person's attitudes and values on the interpretation of primary and secondary historical sources.

E-SS-4-13 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF MAPS AND GLOBES:

01. Locate essential neighborhood services--hospital, police and fire stations, etc.-on the map of Philadelphia.

02. Draw approximate boundaries of Center City, North, Northeast, West, and South Philadelphia on an outline map of the city.

03. Locate north, east, west, and south on a map of William Penn's plan for Philadelphia.

04. Locate four neighborhoods on a map of Philadelphia.

05. Interpret and make inferences from a population map of Pennsylvania.

06. Locate a voting ward on a map of Philadelphia.

07. Locate a councilmanic district on a map of Philadelphia.

08. Be able to locate the United States on a globe.

09. Interpret map legends and extend knowledge of symbols to include cities and capitals.

10. Understand how to interpret the color code on maps showing elevation.

GRADE 4

E-SS-4-13 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF MAPS AND GLOBES (continued):

11. State the purpose of the use of different colors for neighboring countries on a political map of the world.

12. Locate the six principal continents on a world map.

13. Locate and explain the climatic difference between the Temperate, Torrid, and Frigid Zones.

SOCIAL STUDIES
(E-SS-5)

Key Competencies

GRADE 5

E-SS-5-1 STUDENTS WILL UNDERSTAND REASONS FOR EXPLORATION:

01. Explain the relationship between curiosity and exploration.

02. Develop a list of explorers (past and present).

E-SS-5-2 STUDENTS WILL UNDERSTAND THE RELATIONSHIP BETWEEN TIME AND CHANGE:

01. Identify several examples of how technology has changed with time.

E-SS-5-3 STUDENTS WILL UNDERSTAND THE ROLE OF GROUPS IN OUR NATION'S HISTORY:

01. Define and identify one ad hoc group in the school, neighborhood, city, state or nation.

02. Identify leadership qualities of people who led colonial settlement.

03. Draw a map of the thirteen original colonies.

04. Identify examples of group conflict in our nation's history.

E-SS-5-4 STUDENTS WILL UNDERSTAND THE HISTORY OF PHILADELPHIA'S COMMUNITIES:

01. Locate an historic community in Philadelphia.

02. Gather, organize and interpret data pertaining to our community.

E-SS-5-5 STUDENTS WILL UNDERSTAND THE ROLE OF ECONOMICS AS A CAUSE OF THE CIVIL WAR:

01. Compare economic and social conditions in Charleston and Philadelphia in the decade preceding the Civil War.

GRADE 5

E-SS-5-6 STUDENTS WILL UNDERSTAND WHY OUR NATION WAS FORMED:

01. Analyze Preamble to the Constitution for the purpose of identifying reasons why our union was formed.

E-SS-5-7 STUDENTS WILL UNDERSTAND HOW OUR NATION GREW:

01. Trace the territorial growth of the U.S.A. through a study of maps.

02. Identify examples of regional interdependence.

E-SS-5-8 STUDENTS WILL APPRECIATE THE IMPORTANCE OF OUR DOCUMENTS OF FREEDOM:

01. Identify several examples of equality under the law.

02. Demonstrate a functional understanding of the executive, legislative and judicial branches of government.

03. Develop operational definitions for the terms rights and responsibilities.

04. Identify the Bill of Rights as a source of personal freedoms.

05. Identify promises made in our documents of freedom as reasons why people immigrated to America.

E-SS-5-9 STUDENTS WILL DEVELOP A GLOBAL PERSPECTIVE:

01. Identify limited resources as a global problem.

02. Identify ways that technology can be used to help develop new food sources.

E-SS-5-10 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF MAPS AND GLOBES:

01. Make imaginary maps using skills learned in previous grades.

GRADE 5

E-SS-5-10 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF MAPS AND GLOBES (continued):

02. Interpret road maps and be able to write directions for trips to other parts of the city and state.

03. Use scale to determine approximate distances between major United States cities.

04. Find elevation by interpreting the colors on relief maps.

05. Make an imaginary relief map using the standard international color code.

06. Interpret product and rainfall symbols on maps.

07. Use a United States highway map to plan routes to New England, Florida, and selected states in the West and Midwest.

08. Have a working knowledge of latitude.
    a. Find 50 degrees S latitude.
    b. Find 20 degrees N latitude.

09. Locate all continents on a globe.

10. Locate Canada, and the Latin American countries on a map of the Western Hemisphere.

SOCIAL STUDIES
(E-SS-6)

Key Competencies

GRADE 6

E-SS-6-1 STUDENTS WILL UNDERSTAND HOW CULTURAL NORMS AND STANDARDS AFFECT THE INDIVIDUAL:

01. Give one or more examples of how standards of individual beauty vary from culture to culture.

E-SS-6-2 STUDENTS WILL UNDERSTAND THE CULTURAL DETERMINANTS OF STATUS:

01. Identify ways that groups have historically been assigned status in Latin America society.

02. Define a social class.

E-SS-6-3 STUDENTS WILL UNDERSTAND HOW CULTURAL DIFFERENCES CAN LEAD TO CONFLICT:

01. Identify two situations where differences in language have been a cause of conflict between groups.

E-SS-6-4 STUDENTS WILL UNDERSTAND HOW GEOGRAPHY AFFECTS THE WAY WE LIVE:

01. Formulate hypotheses describing the relationship between a community's geographic characteristics and the way its residents live.

E-SS-6-5 STUDENTS WILL UNDERSTAND HOW PEOPLE ADAPT TO DIFFERENT ENVIRONMENTS:

01. Use lines of latitude and longitude to locate major geographic features of the Western Hemisphere.

GRADE 6

E-SS-6-5 STUDENTS WILL UNDERSTAND HOW PEOPLE ADAPT TO DIFFERENT ENVIRONMENTS (continued):

02. Interpret charts and graphs to identify how environment can affect the way people live.

03. Identify possible consequences of living in geographic isolation.

E-SS-6-6 STUDENTS WILL UNDERSTAND REASONS FOR URBAN GROWTH:

01. Explain one theory of urban growth.

02. Interpret and compare urban population data for major world metropolitan areas.

03. Identify a map of the Philadelphia metropolitan area.

E-SS-6-7 STUDENTS WILL RECOGNIZE THE IMPORTANCE OF POLITICAL AND GEOGRAPHIC BOUNDARIES:

01. Identify two nations in the Western Hemisphere which have political divisions that are similar to our states.

E-SS-6-8 STUDENTS WILL APPRECIATE ETHNIC AND CULTURAL DIVERSITY:

01. Identify states in our nation where one can observe the cultural influences of different minority groups.

E-SS-6-9 STUDENTS WILL APPRECIATE THE SPECIAL RELATIONSHIP BETWEEN PUERTO RICO AND THE UNITED STATES:

01. Explain the present political relationship between Puerto Rico and the United States of America.

E-SS-6-10 STUDENTS WILL UNDERSTAND THAT THE WESTERN HEMISPHERE IS DIVIDED INTO NATIONS:

01. Name ten nations in the Western Hemisphere.

GRADE 6

E-SS-6-11 STUDENTS WILL UNDERSTAND HOW RESOURCES MAY BE ALLOCATED:

01. Give one example of how a nation's values can influence the manner in which it allocates its resources.

E-SS-6-12 STUDENTS WILL UNDERSTAND THE DIMENSIONS OF GLOBAL CITIZENSHIP:

01. Identify one strategy for coping with the problem of limited world resources.

02. Explain the meaning of the term human rights.

03. Name two problems that can be traced to limited world resources.

04. Identify one responsibility of global citizenship.

E-SS-6-12 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF MAPS AND GLOBES:

01. Interpret symbols on a weather map.

02. Locate major countries commonly found in news reports.

03. Locate the provinces of Canada and know that they contain cities as do the states of the United States.

04. Have a working knowledge of longitude and be able to find any location on a globe when given its latitude and longitude.

05. Use the political map of the world to locate Latin American countries.

06. Find Puerto Rico on the map and explain its relationship with the United States.

07. Draw economic inferences from population and productivity maps of foreign countries.